

A COMPARATIVE STUDY OF ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION IN THE PRIVATE AND GOVERNMENT PROFESSIONAL EDUCATIONAL INSTITUTIONS

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ABSTRACT

The present study is an exploratory research and concerned to explore the level of organizational commitment and job satisfaction among the faculty member of government and Private educational institutions. The study was conducted on a randomly selected sample of 546 faculty members, out of which 341 faculty members were from Private and 205 faculty members were from government educational institutes. Results of the study revealed that in government educational institutes normative commitment is found to be high and continuance commitment were found moderately high among the faculty member of Private institutes. While on the dimension of job satisfaction, faculty members of the government and Private educational institutes are showing a moderately high level of job satisfaction. On the other hand it was also revealed that faculty members with doctoral degree is more satisfying in government institutions than Non Ph.D degree holder and showing a moderately high level of job satisfaction. While in private institutions faculty members who Ph.D. and Non Ph.D holders are having moderate level of job satisfaction.

KEYWORDS: Organizational Commitment, Job Satisfaction, Professional Educational Institutions, Affective Commitment, Continuance Commitment & Normative Commitment

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INTRODUCTION

Since the early 1970s, researcher's interest to study organizational commitment gained momentum in all over the world. Porter et al. (1974) described organizational commitment as the strength of an employee's identification and association to a particular organization. It is the desire of an individual to remain in the organization. Mowday et al. (1979) defined organizational commitment is a combination of three parts: "A strong belief in and acceptance of the organization's goals and values", "A strong desire to maintain membership in the organization" and "A willingness to exert considerable effort on behalf of the organization". This was spurred by a decline in productivity, a demoralized workforce and stiff competition that American industries were facing from foreign investors, especially Japan (Lincoln and Kalleberg, 1990). Guest (1987) attributes the popularity of organizational commitment as an important factor of human resource management policies with the objective of maximization of organizational integration, elasticity and maintains quality of work life. O'Reilly and Chatman (1986) defined organizational commitment as the psychosomatic feeling by an individual in the organization, representing the degree adoption and internalization of the characteristics of the

organization. These psychological attachments resulted through three independent factors:

- Value of extrinsic rewards associated with the organization
- Desire of affiliation and association to an organization.
- Involvement and internalization of individual value to organizational values.

Meyer and Allen (1984, 1990, and 1997) gave a comprehensive classification and approach to study of organizational commitment as affective, normative, and continuance commitment. Organizational commitment described as an emotion of dedication and association of an individual to the organization, eagerness to work for an organization, and to remain in the organization. Raju and Srivastava (1994) described organizational commitment as an important factor which helps to enhance the affection of an employee to the organization. Employees are said to be committed, if they want to remain in the organization willingly, and exert their efforts to achieve organizational goals. Highly committed employees exert their effort with higher level, which leads towards higher levels of employee's performance. Thus, organization's commitment helps to improve the performance of individual and organization level.

Meyer and Allen (1991) described three major components of organizational commitment;

- Affective commitment
- Continuance commitment
- Normative commitment

Affective commitment is termed as an emotional attachment, identification, and involvement of an employee with the organization and its goals (Mowday et al, 1997). Porter et al (1974) defined affective commitment as (1) "belief in and acceptance of the organization's goals and values, (2) a willingness to focus effort on helping the organization achieve its goals, and (3) a desire to maintain organizational membership". Mowday et al (1979) explain affective commitment as "when the employee identifies with a particular organization and its goals in order to maintain membership to facilitate the goal". Continuance commitment is defined as the willingness to remain in the organization because of the cost associated with the leaving the organization. Normative commitment is the commitment that a person's feeling of obligation to their workplace and to remain the organization. It is a generalized value of loyalty and moral duty. Meyer and Allen (1991) also described in the same manner as normative commitment is being an individual feeling of obligation.

Human resource management (HRM) practitioners identified job satisfaction as a key factor to achieve the organization's goal. Organizations are now more aggressive to maximize employee performance in order to accomplish those goals. Organizations required not only motivated employees but also required psychologically balanced employees to increase productivity of the organization. Numerous empirical studies also indicated a direct relationship between job satisfaction and organizational performance. Satisfied employees tend to be more committed, creative and more productive to their organizations. Therefore, it is important that those people who are working for an organization must be satisfied.

Job satisfaction is frequently used as expressing an individual attitude towards a specific job. Social scientists have shown a wide interest to find out the consequences and outcome of job satisfaction. Hence the dynamic nature of the job satisfaction attracted so many researchers and theorist for a sophisticated measurement and theoretical improvement pertaining to job satisfaction.

Hook (1935), explain job satisfaction as mental, physical and environmental response of an employee. On the basis of various studies on the concept of job satisfaction, he concluded that these responses make individual's statement i.e. "I am satisfied with my job". These responses may be positive and negative terms. Positive response may result in the form of job satisfaction and negative response leads towards job dissatisfaction. Drever (1956) defined Job Satisfaction as "the end state of feeling". He explained that, job satisfaction is a feeling which is experienced by an individual at the end of the task. These tasks could be individual or collective tasks, big or small tasks. Negative or positive feeling can arouse at the end of the task which describes the job satisfaction or dissatisfaction.

Locke (1976) defining job satisfaction as "a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences". These are the positive responses to specific aspects of the job and play an important role in improving performance and enhancing employee commitment. Hop Pock (1996) defined employee satisfaction as "any combination of psychological, physiological and environmental circumstances that causes the person truthfully to say I am satisfied with my job".

LITERATURE REVIEW

Ali and Bashir (2018) conducted a research to find out the relationship between job satisfaction and organizational commitment of teachers working at private sector universities operating in Punjab, Pakistan, the findings of the study revealed that there exists a significant positive relationship between job satisfaction and organizational commitment of private sector university teachers.

Demirats (2018) found that, job satisfaction has a positive effect affective commitment and it increases the influence of organizational values on affective commitment with the role of mediator. Timalsina et al. (2018) revealed that the nursing faculty who had a master's degree in nursing, a permanent appointment, and job satisfaction had a high level of organizational commitment. On the contrary, this study also revealed that the nursing faculty who were in the position of assistant instructor to assistant lecturer level and more than 5 years of work experience within same organization were less likely to have a high level of organizational commitment. Werang and Agung (2017), conducted a study on teachers' job satisfaction in the remote state elementary schools, and has found a positive and significant effect on their organizational commitment. Lalita Mishra (2017) found that employee satisfaction effects commitment of teaching and non-teaching staff. Factors that effected employee satisfaction and commitment most are, rewards, stress, leave, benefits and compensation given to the staff by the management which need to be enhances and to improve the motivation level and employee satisfaction.

Shamina (2014) reported a significant correlation between the job satisfaction and professional commitment of college teachers of Coimbatore. Shukla (2014) found a high positive correlation between commitment to profession and job satisfaction of primary school teachers of Lucknow. Akram et al. (2015) also reported a significant positive relationship between professional commitment and job satisfaction of secondary school teachers of Punjab. Similarly Shamina (2014) job satisfaction and job satisfaction was significantly and positively correlated with professional commitment of teachers. Awang and Ahmad (2010) conducted a study to examine the impact of job satisfaction on organizational commitment towards academic activities. A study was conducted on 320 lecturers from UiTM Kelantan. The study confirmed the finding of other researchers that there was a significant positive relationship identified between job satisfaction and work commitment. It was suggested that more satisfied lecturers showed higher commitment to the organization and work. Akpofure et al. (2006) investigated the level of job satisfaction among 230 randomly selected Colleges of Education

educators. The results showed that educators were most satisfied with their work load followed by coworkers, supervision and promotion. Educators expressed a high degree of dissatisfaction with their present pay.

Malik et al. (2010) conducted a study on 255 faculty members and found a high level of organizational commitment and job satisfaction among faculty members of university of Pakistan. They also found a positive relationship between organizational commitment and job satisfaction means if a faculty level of commitment is high, it is then his level of satisfaction will also be high. Billingsley and Cross (1992). Conducted a study was to identify variables that influence teachers' commitment and job satisfaction among both general and special educators. The results of the study suggested that work related variables, such as leadership support, role conflict, role ambiguity, and stress, are better predictors of commitment and job satisfaction than are demographic variables. Nagar, K. (2012), concluded in his study that "organizational commitment is essential for retaining and attracting well qualified workers as only satisfied and committed workers will be willing to continue their association with the organization and make considerable effort towards achieving its goals". The study was focused to examine the effect of increased job satisfaction on commitment. The results of the study have implications for the management of educational institutions as employee burnout may have important consequences for the organization. Since teachers are a valuable resource to educational institutes, management must invest significant resources in the assessment of their working environment, both mental and physical, to maximize the quality of service delivery.

RESEARCH METHODOLOGY

As per the requirement of the research objectives, faculty members from government and Private educational institutes with more than two years of experiences were used as population. The study was conducted on a sample of 546 faculty members out of which 341 faculty members were from Private educational institutions and 205 faculty members were from government educational institutions. But 20 questionnaires were rejected because of various reasons and at last 526 samples were used for the study.

Table 1: Demographic Profile of the Faculty Members Working in Government and Private Educational Institutions

	Government Educational Institutions	Private Educational Institutions
Total Number of Faculty Members	194	332
Male Faculty Members	118	178
Female Faculty Members	76	156
Faculty With PhD	68	65
Faculty Members without PhD	126	267
More experienced Faculty Members	116	139
Less experienced Faculty Members	78	193

PROCEDURE

Faculty member with more than two years of experiences were taken in to consideration. The data were collected using the survey method. Each of the respondents was personally contacted and the data were collected through questionnaires. They were asked to fill the questionnaire after going through carefully the given instructions on each scale separately. Cover letters, affixed to the questionnaire, explained the nature of the study, as well as assuring respondents of the confidentiality of any information provided. Respondents were also provided with detailed instructions as to how the

questionnaires were to be completed and returned. The rationale behind providing clear instructions and assuring confidentiality of information is based on the fact that this significantly reduces the likelihood of obtaining biased responses.

TOOLS USED

Organizational Commitment Scale

Meyer and Allen (1997) scale were used to measure organizational commitment. There were 18 items in the scale, 6 each for affective, continuance and normative commitment.

Job Satisfaction Scale

Scale developed by Singh (1989) was used to measure job satisfaction. This scale consists of 20 items that measures the degree of job satisfaction. Each item was rated on a five point rating scale ranging from highly satisfied to highly dissatisfied with a weighted score of 5 to 1, the total score of an individual varies from 20-100. The reliability and validity of the scale are within acceptable norms.

Analysis of the Data

The collected data were tabulated as per the research design to meet out the objectives of the study and suitable statistical tools like Mean, S.D., Correlation and Critical ration (t-Value) were calculated using SPSS and SYSTAT-9.0 statistical tools.

OBJECTIVE OF THE STUDY

- To study the organizational level commitment and job satisfaction among the faculty members in the Private and Government educational institutions.
- To evaluate the relationship among organizational commitment and job satisfaction
- To suggest strategies to increase job satisfaction and organizational commitment among the Private and government educational institutions.

RESULTS AND DISCUSSIONS

The present study is an exploratory research. The objective of the research was to explore the level of human resource management practices, organizational commitment and job satisfaction and their relationship between each other among the faculty member of Private and government educational institutions. Further efforts were also made to find out the relationship among variables and nature and relationship with the variable under investigation and demographic characteristics like sex, qualification and experience etc.

**Table 2: Mean and SD Value of the Dimensions of Organizational Commitment
and Job Satisfaction of Faculty Members of Government
and Private Educational Institutions**

Variables	Government Educational Institution		Private Educational Institution	
	Mean	Std. Deviation	Mean	Std. Deviation
Affective Commitment	16.47	3.79	14.98	3.27
Normative Commitment	17.06	3.37	15.34	2.83
Continuance Commitment	16.77	3.66	18.43	3.51

Table 2: Contd.,				
Organization Commitment	50.29	8.4	48.75	6.11
Job Satisfaction	72.04	10.76	69.79	11.46

In case of government institutions it was found that the average score of faculty members on dimension affective commitment was 16.47 with standard deviation 3.79, showing a moderate level, normative commitment was 17.06 with standard deviation 3.37, showing a moderate level, continuance commitment was 16.77 with standard deviation 3.66, showing a moderate commitment level among the faculty members.

It is also clear from the results that faculty members are showing a moderately high level of organizational commitment average score of faculty members on Organizational Commitment was 50.29 with standard deviation 8.40 and dominant type is normative commitment, means the faculty member's sense of moral responsibility to continue their membership with the organization. The average score of faculty members on Job Satisfaction was 72.04 with standard deviation 10.76, showing high level of satisfaction. These results are also supporting the findings of Hossaini et al (2005). The results of the research are contradictory to the finding government school teachers showed lower organizational commitment, Ansari and Khan (2009) Gupta and Gehlawat (2012). While on the dimension of job satisfaction, faculty members of Government educational institutes are showing a moderately high level of job satisfaction again contradictory to our finding where job satisfaction is high.

The average score of faculty members on dimension affective commitment was 14.98 with a standard deviation of 3.27, normative commitment was 15.34 with the standard score of faculty members on organizing committee was 48.75 with a standard deviation of 6.11 and the average score of faculty members on Job Satisfaction was 69.79 with a standard deviation of 11.46.

It is clear from the results that faculty members are showing a moderate level of organizational commitment in which continuance commitment is moderately high it means commitment of the faculty members is based on the individual's recognition of costs associated with leaving the organization. While on the dimension of job satisfaction, faculty members of self-financed institutes are showing a moderately high level of job satisfaction. Zeffane (1994) reported as, employees those who are working in private sector reveal the greater organizational commitment or more committed to their organization than public sector employees. Contrary to the results another researcher Buchanan (1974) found in his study that employees working in public sector employees were less committed than private sector managers. Ansari and Khan (2009) Gupta and Gehlawat (2012) also found that the private school faculty members showed higher levels of organizational commitment than government school faculty members.

In table 3, it is shown that, male faculty members of government institutes were having a moderated level of affective commitment, normative commitment, continuance commitment and job satisfaction, whereas male faculty members of Private institutes are showing a moderate level of organizational commitment in which continuance commitment is the dominant one. It is observed that female faculty members were showing a moderate level of organizational commitment. Affective and normative are slightly higher than continuance commitment. Job satisfaction was also found to be at a moderate level. Female faculty members working with the Private institution were reported a moderate level of job satisfaction and affective commitment.

Table 3: Mean and SD Value of the Dimensions of Organization Commitment and Job Satisfaction of Male and Female Faculty Members of Government and Private Educational Institutions

Variables	Male Faculty Member				Female Faculty Member			
	Govt		Private		Govt		Private	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Affective Commitment	16.03	4.03	15.1	3.12	17.14	3.3	14.85	3.44
Normative Commitment	16.72	3.61	15.1	2.93	17.58	2.9	15.61	2.71
Continuance Commitment	16.75	3.57	18.11	3.74	16.79	3.83	18.78	3.2
Organization Commitment	49.51	9.27	48.3	6.53	51.51	6.73	49.24	5.59
Job Satisfaction	73.74	9.51	70.77	11.39	69.39	12.04	68.69	11.48

Table 4: Mean and SD Value of the Dimensions of Organization Commitment and Job Satisfaction of Ph.D and Non Ph.D Degree Holder Faculty Members of Government and Private Educational Institutions

Variables	Faculty Member with PhD				Faculty Member without PhD			
	Govt		Private		Govt		Private	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Affective Commitment	17.15	3.96	15.22	3.11	16.1	3.67	14.92	3.31
Normative Commitment	16.63	2.94	15.49	2.81	17.29	3.58	15.3	2.84
Continuance Commitment	16.88	3.37	18.49	3.48	16.71	3.82	18.41	3.52
Organization Commitment	50.66	8.48	49.2	5.91	50.1	8.39	48.64	6.17
Job Satisfaction	73.16	10.63	68.92	10.65	71.43	10.82	70	11.66

In table 4, it is investigated from the results, that Ph.D completed faculty members of government educational institutions are moderately satisfied with their job. Faculty members were showing moderate level of organizational commitment and dominant factor is normative commitment, means employees are emotionally attached with the organization. Ph.D completed faculty members of Private Institutes moderately satisfied with their job, continuance commitment. It is investigated from the results that Non Ph.D faculty members of government educational institutions were showing moderate level of organizational commitment and each factors of organizational commitment contributed equally to this level. Non Ph.D faculty members of Private Institutes were also showing moderate level of organizational commitment.

Table 5: Mean and SD Value of the Dimensions of Organization Commitment and Job Satisfaction of More and Less Experienced Faculty Members of Government and Private Educational Institutions

Variables	Faculty Member with High Experience				Faculty Member with Less Experience			
	Govt		Private		Govt		Private	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Affective Commitment	16.54	3.7	15.13	2.37	16.43	3.86	14.93	3.53
Normative Commitment	16.81	3.04	14.88	3.25	17.21	3.57	15.49	2.67
Continuance Commitment	17.51	3.13	19.55	3.03	16.31	3.9	18.04	3.58
Organization Commitment	50.86	7.72	49.56	5.33	49.94	8.81	48.47	6.35
Job Satisfaction	73.64	10	72.18	8.99	71.05	11.12	68.81	12.05

In Table 5, it is observed that, in government educational institutions faculty with the least experience, normative commitment was found more dominant than another dimension which showed that faculty member are serving with the sense of moral obligation. Results have shown a moderate level of satisfaction among the less experienced faculty members. Results are inconsistent with the study of Perie and Baker (1997) that young and less experienced school teachers working in public school shown high job satisfaction. While in the case of Private educational institutions, results showed that employees with low experience faculty showing a moderate level of organizational commitment in which continuance commitment is dominant.

Table 6: Correlation Analysis of the Dimensions of Human Resource Management Practices, Organizational Commitment and Job Satisfaction of the Faculty Members of Government Institutions

	Affective Commitment	Normative Commitment	Continuance Commitment	Organization Commitment	Job Satisfaction
Job Satisfaction	.297**	.055	.013	.162*	1

As shown in table 6, there was a negative correlation between Job satisfaction and organizational commitment. Means Job satisfaction has negative impact on organizational commitment. It is found that high job satisfaction is negatively linked with over all organizational commitment means if job satisfaction will go up the organizational commitment will go down. It is a very rare phenomena and need some depth analysis to find out why it is happening. Researchers found job satisfaction as a significant predictor of organizational commitment (Busch et al., 1998, Mahmoud (2008), Tella et. al (2007).

Table 7: Correlation Analysis of Faculty Members of the Private Institutes on the Dimensions of the Organizational Commitment and Job Satisfaction

	Affective Commitment	Normative Commitment	Continuance Commitment	Organization Commitment	Job Satisfaction
Job Satisfaction	.304**	.214**	.322**	.121*	1

In case of Private institutes, a significant positive correlation was found among the Job Satisfaction and the various dimensions of the organizational commitment. It means the in case of Private educational institutions, both the dimensions are working together and has a positive relationship in between Job satisfaction and organizational commitment. If the organization will take more initiative to improve the satisfaction level of the faculty members,

educational institutions will get the rewards in term of an enhanced commitment level of their employee.

Table 8: T – test Analysis of the Faculty Members of Private and Government Institutes on the Dimensions of the Organizational Commitment and Job Satisfaction

	Sector	N	Mean	SD	T – test
Affective Commitment	Govt.	194	15.4	3.71	1.101
	Private	332	15.8	3.14	
Normative Commitment	Govt.	194	16.1	3.1	0.898
	Private	332	15.8	3.29	
Continuance Commitment	Govt.	194	17.5	3.78	3.245*
	Private	332	18.6	3.24	
Organization Commitment	Govt.	194	49	7.27	1.814
	Private	332	50.2	6.57	
Job Satisfaction	Govt.	194	69.5	11.8	3.383*
	Private	332	73.1	9.46	

For the dimension of affective commitment, normative commitment and Organization Commitment as p values were also obtained greater than 0.05, which signifies no significant difference between the government and Private faculty members' scores on the dimension discussed above.

At the 0.05 level of significance t- test value of faculty members of Private and government educational institutions were reported as continuance commitment ($t = 3.245$), and Job Satisfaction ($t = 3.383$), which is less than < 0.05 , means a significant difference in the responses. It was clear from the results that faculty members working in government and Private educational institutes has not same perception on continuance commitment. The reasons for this may be the difference in the salary of the faculty members. Faculty member of a government educational institution is paid sufficiently so they consider the cost of living as commitment as positive sense, but the faculty members those who are working for Private institutes are paid so marginally, hence feel the fear of losing the job. These differences in the commitment level may result in the difference in the level of job satisfaction too.

The results of the study were consistent with the finding of Misra, et al. (2009) that, the private school faculty members are more committed than the government school faculty members. Gupta and Gehlawat (2013) also reported that the governing body of the school and the level of job satisfaction have a significant effect on the organizational commitment of the teachers. Private school teachers significantly differ with Government school teachers and they are more committed to their organization as compared to the Government school teachers. Various studies have shown that organizational commitment and job satisfaction was higher among employees from private sector organizations than employees from the public sector (Mulinge, (2000), Obeng and Ugboro, 2003).

CONCLUSIONS AND SUGGESTIONS

The conclusions were drawn based on the obtained results and discussions. The foremost intent of the research was to delve into human resource management practices, organization's commitment and job satisfaction among the faculty members in the government and Private educational institute. The results of the study revealed that in government, educational institute's normative commitment is the dominant factor and continuance commitment is moderately high in the faculty member of Private institutes. While on the dimension of job satisfaction, faculty members of the government and Private educational institutes are showing a moderately high level of job satisfaction.

The analogy amongst organizational commitment and job satisfaction was delved into under the third objective. In case of faculty members of government and Private institutes, for the all dimensions of affective commitment and normative commitment, no significant difference was found. T-test analysis showed a significant difference in the responses on continuance commitment and job Satisfaction.

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